

Grades 6 through 8**Historical and Social Sciences Analysis Skills**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 6 through 8. They are to be assessed *only in conjunction with* the content standards in grades 6 through 8. *In addition to the standards for grades 6 through 8, students demonstrate the following intellectual reasoning, reflection, and research skills:*

CHRONOLOGY AND HISTORICAL INTERPRETATION

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
4. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the short-term causes or sparks from long-term causes.
5. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
6. Students recognize the role of chance, oversight, and error in history.
7. Students recognize that interpretations of history are subject to change as new information is uncovered.
8. Students interpret basic indicators of economic performance, and they conduct cost-benefit analyses of economic and political issues.
9. Students frame questions that can be answered by historical study and research.
10. Students distinguish fact from opinion in historical narratives and stories. They know facts are true statements because they are supported by reliable evidence and can cease to be facts if new evidence renders previous evidence wrong or unreliable.
11. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
12. Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and cite sources appropriately.
13. Students assess the credibility and reliability of Internet sources.
14. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, and author's perspectives).
15. Students know the distinction between sound generalizations and misleading oversimplifications and stereotypes, such as the attribution of individual perspectives on historical events to entire demographic groups.

Pre-K	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	GRADES 6-8	Grade 9	Grade 10	Grade 11	Grade 12	Economics
-------	---	---------	---------	---------	---------	---------	------------	---------	----------	----------	----------	-----------

Grades 6 through 8

GEOGRAPHIC SKILLS

1. Students explain Earth's grid system and are able to locate places using degrees of latitude and longitude.
2. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries. Students interpret historical maps and charts.
3. Students create maps that show the growth and decline of empires.
4. Students categorize characteristics of places in terms of whether they are physical (natural) or cultural (human). Know and apply the sub-categories of physical and cultural characteristics when describing any given place.
5. Students explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. Identify spatial patterns in the movement of people, goods, and ideas throughout history.
6. Students study current events to identify the characteristics, distribution, and complexity of earth's cultural mosaics.
7. Students assess how people's changing perceptions of geographic features have led to changes in human societies. They study current events to describe how people's experiences of diverse cultures and places influences their perceptions and viewpoints.
8. Students identify and explain the process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, national, regional, and international scales.
9. Students explain the effects of interactions between humans and natural systems, including how humans depend on natural resources and adapt to and affect the natural environment.
10. Students apply the concept of region and their patterns of change to the study of the natural and human characteristics of places.
11. Students use geographic knowledge and skills to analyze historical and contemporary issues.

